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SCHOOL LIFE



OCTOBER

1932

Vol. XVIII • No. 2



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Tell The People Facts About Their Schools • Lest We Forget • None Without Hope
Rain Checks on Diplomas • A Study of College Women • The Love of Books
Schools and the Social Upheaval • Helps for Teachers • The Status of the States

OFFICIAL ORGAN OF THE OFFICE OF EDUCATION
UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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SCHOOL LIFE

The official monthly journal of the Federal Office of Education. Order from Superintendent of Documents, Government Printing Office, Washington, D. C., or through magazine dealers. Subscription 50 cents per year. Foreign subscriptions 85 cents per year. Fifty copies in bulk sent to one address at 35 cents per year each. Address all communications pertaining to SCHOOL LIFE to Editorial Division, Department of the Interior, Washington, D. C.

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SCHOOL LIFE



Issued Monthly, except July and August, by the United States Department of the Interior, Office of Education

Secretary of the Interior : Ray Lyman Wilbur · Commissioner of Education : William John Cooper

VOLUME XVIII

WASHINGTON, D. C. · OCTOBER, 1932

NUMBER 2

Tell the People Significant Facts About Their Schools

EDUCATION like every other service must in these times step to the rostrum and state its case to the public.

As American Education Week rolls around this year school administrators, parent-teacher groups, teachers, newspapers, and other patrons and friends will want to speak for education.

For their use the following significant, up-to-date facts on education in America have been brought together largely from statistics collected on a nation-wide scale by the Office of Education.

Who goes to school

One of every 4 Americans attended some kind of school last year. Thirty-one millions in school are divided approximately as follows:

Schools	Public	Private
Kindergarten.....	700,000	40,000
Elementary.....	22,800,000	1,200,000
High.....	4,000,000	1,000,000
College and university.....	1,000,000	200,000

The chances of a boy or girl going to high school, which were only 1 in 25 in 1890 are now 1 in 2.

The chances of a boy or girl going to college, which were only 1 in 33 in 1900 are now 1 in 6.

Twenty-three out of every 1,000 adult Americans are college graduates—125 out of every 1,000 are high-school graduates.

Of every 1,000 pupils in fifth grade 610 enter high school, 260 graduate, 160 enter college and 50 graduate.

Where they go to school

Schools	Private	Public
Elementary.....	9,275	238,306
High.....	2,790	23,930
Universities and colleges.....	890	519

¹ Of these 150,000 are 1-room rural schools.

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Total value of school property including endowments is \$9,302,048,000, which equals 7.2 per cent of all taxable property in the United States. The total estimated value of the 3,000 school buildings in Massachusetts about one hundred years ago was \$500,000—to-day the State's investment in public schools is about \$240,000,000.

Their teachers

To 35 of every 1,000 gainfully employed persons America assigns the task of handing on the torch of civilization by teaching.

Here is where our 1,037,605 teachers, who number twice the population of Washington, D. C., teach:

Schools	Private	Public
Elementary.....	61,567	640,957
High.....	21,788	213,306
Universities and colleges and professional schools public and private.....	91,761	
Miscellaneous.....	9,728	

One out of five teachers is a man.

What they study

The following information from Caldwell and Curtis, "Then and Now in Education," is self-explanatory: *In 1775:* Reading, Spelling, Writing, Arithmetic, and the Bible. *In 1850:* Reading, Spelling, Writing, Arithmetic, Language and Grammar, Geography, Bookkeeping, Conduct, History, and Object Lessons. *In 1925:* Spelling, Writing, Arithmetic, Grammar, Geography, History, Civics, Drawing, Music, Physical Training, Physiology, Hygiene, Literature, Composition, Algebra, Commercial Arithmetic, General Mathematics, Vocations, Social Studies, General Science, Mechanical Drawing, Metals, Printing, Woodwork, Clothing, and Foods.

A directory of educational opportunities in and around Boston lists more than 600 courses of study.

One State university a few years ago offered more than 2,000 courses. Our larger institutions offer many more.

What they learn

This is difficult to answer objectively. We know, however, that our nation is constantly increasing its demand for citizens with learning. For example, when you call for any of the following experts, you call for the minimum number of years of required training indicated:

Plumbers.....	12
Nurses.....	15
Doctors.....	18
Lawyers.....	18
Pharmacists.....	16
Electricians.....	12
Dentists.....	16
Public school teachers.....	15

They can not serve you without a permit. They can not get a permit until they have spent one-fifth to one-third of their normal life span in learning.

What it costs

Ten cents per day paid by every person of voting age in the United States would pay the entire bill for public education.

Annual expenditures for education in the United States:

Schools	Total	Per capita
Public.....	\$2,056,420,316	\$21.77
Private.....	578,218,251	
Total.....	3,234,638,567	26.31

Average annual costs per school child at various levels are as follows:

Elementary, current expense, \$67.82; high school, current expense, \$144.03; col-

lege and university, current expense, \$500.¹

Costs per school day per child in public elementary school, 39 cents;² in high school, 80.9 cents.³ Cost per hour per child in public elementary school, 7.8 cents; in high school, 16 cents. Cost per hour per class (average of 39 elementary pupils), \$3.04; (average of 25 high-school pupils), \$4.

Of these costs 75 per cent are for providing instruction by trained teachers and supervisors.

How we spend our money

Discussions of the cost of education always raise the question of how America spends its income. It is interesting to note that:

The average annual expenditure for operating a small pleasure car is approximately \$700.

The average annual expenditure for educating a child in public elementary schools is less than a tenth of the cost of running a car.

—WILLIAM DOW BOUTWELL.

EDUCATION WEEK HELPS

THE NATIONAL EDUCATION ASSOCIATION which cooperates each year with the Federal Office of Education and the American Legion in sponsoring American Education Week has prepared "helps" for teachers and school administrators.

A complete set of "helps" is included in specially prepared dollar packets as follows:

1 American Education Week Hand-book, 1932. 32 pages.....	\$0. 25
1 set of 15 posters and cartoons....	. 25
2 colored announcement posters, 11 x 17 inches.....	. 25
5 copies Message to Parents. 16 pages.....	. 25
5 copies Children First. 4-page leaflet.....	. 20
1 copy Your Child and Its School. 4-page leaflet.....	. 05
1 copy School Home of Your Child. 4-page leaflet.....	. 05

Regular price..... \$1. 30

PRICE TO MEET THE EMERGENCY..... \$1. 00

Order direct from the National Education Association, 1201 Sixteenth Street, Washington, D. C. Lower prices for large orders. "Helps," may be ordered separately, if desired.

¹ Estimated.

² School year 172 days.

³ School year 178 days.

A Long Time Program in Collecting National Statistics on Education

THIS YEAR the Office of Education starts on a new program in collecting and reporting statistics. Since its beginning in 1867, one of the most important tasks of the office has been the collection of statistics of education on a national scale. During the years this load has increased, until last year that part of the office's work alone involved the tabulation of more than 60,000 inquiry forms for 25 statistical reports, resulting in more than a thousand pages of print.

Efforts to improve these statistical reports are continuous. In the first place, securing truly national statistics is a difficult matter, and one of slow, painstaking development, since the reports from States, cities, and individual institutions are voluntary, except for those from land-grant institutions. However, every year shows a gain toward completeness. For example, 300 more private high schools and academies reported for this past biennium than for the previous one. Also, all but two of the institutions existing primarily for the training of teachers were present in this report. Other fields showed similar gains.

Another effort toward completeness is that of securing statistics of educational agencies and institutions and activities which heretofore have not been reported on a national scale. For example, this past year reports were received from more than 6,000 private elementary schools, furnishing information concerning the educational provisions for more than 1,800,000

Studies Planned

AMONG THE SPECIAL STUDIES planned for this year are: Economic Outlook in Higher Education; Effect of the Depression on Rural Schools; Education in Foreign Countries During the Depression; Grade Enrollments in City School Systems; Statistics of Small Cities; Per Capita Costs in City Schools; Special Schools and Classes in City Schools; Statistics of Rural Schools in Selected Counties; Negro Education, 1928-1932; Cost of Textbooks; and Expenditures in Liberal Arts Colleges.

elementary children for whom only meager information has so far been available.

Since many of the statistical reports have been issued as parts of the Biennial Survey of Education, the statistical load has tended to become top-heavy in the alternate years. The new program arranges the statistical studies in rotation, evening up the load, making it possible to publish reports more promptly, and leaving time for more studies of special problems.

We have now classified our statistical studies as of three types: (1) Those which will be issued biennially, (2) those to be issued less often than every two years, but nevertheless regularly; and (3) special and occasional studies which will be undertaken as the situation demands. The following table shows the plan as mapped out through 1937-38.

—BESS GOODYKOONTZ.

Ten year program of Collection of Statistics

	State	City	Higher	Public high schools	Rural	Private	Library	Special schools for handicapped	Private commercial	Nurse training	Special studies **
1928-29											
1929-30	X	X	XX	X	X	X (Sec.)			X		
1930-31						X (Elem.)					
1931-32	X	Abridged	X					X			
1932-33		Per capita costs				X (Elem.-Sec.)			X		Technical schools.***
1933-34	X		X	X	X						
1934-35		Per capita costs						X			Music and art schs.
1935-36	X	Abridged	X								
1936-37		Per capita costs				X			X		
1937-38	X		X	X	X						
1938-39		Per capita costs						X			
1939-40	X	Abridged	X								

* For this report the complete forms will be sent out, but only certain of the most important data will be tabulated. The scheduled date for this is 1934-35; if the statistical load is not too great, it may be done in 1933-34.

** Others to be suggested as need dictates and time permits.

*** See others listed below.



Courtesy Old Time Schools and School Books. Macmillan Co.

Lest We Forget

A True Drama of the Rise of American Education in Five Acts

"LEST WE FORGET."

This is the keynote set for American Education Week, November 7th to 13th.

Lest we in the darkness of depression forget the story of our forefathers' struggle to give their children adequate education, schools are urged to tell the story once again.

The words of the following drama of the rise of education in America are not fiction. They are the eye-witness accounts. Each vivid word picture lifts the curtain on education in some period during the last 170 years. The quotations may be of use in connection with the preparation of addresses. They may suggest ideas for the planning of pageants or programs devoted to the rise of education in the United States.

Act I : Cape Cod—1760

The Deacon left an illuminating account of his experiences as a pupil in the pre-Revolutionary schools of Yarmouth. He says that the teacher "was generally placed in a great chair, at a large table before a large fireplace. When he entered, every scholar must make a bow. The master would make a short prayer. The Bible class was then called out to read one chapter, standing in a half circle behind the master. He would meantime be employed making pens, etc., while each scholar would mention the number and read one verse, while some might be playing pins and others matching coppers. Then the Psalter class read in the same manner. . . . The master would be writing copies, setting sums, making and mending pens, etc., while nearly all the scholars would be playing or idle. The most forward in

arithmetic might do one or two sums in a day, if they could do them without the master's assistance; he gave me one sum in the single rule of three, which I could not resolve for two or three days; after requesting him a number of times to inform me, he would reply he had no time, and I must study the answer.—From "Cape Cod—Its People and Their History," by HENRY C. KITTREDGE.

Act II : Connecticut—1800

I was about six years old when I first went to school. My teacher was "Aunt Delight," a maiden lady of fifty, short and bent, of sallow complexion and solemn aspect. We were all seated upon benches made of slabs—boards having the exterior or rounded part of the log on one side. As they were useless for other purposes, they were converted into school benches, the rounded part down. They had each four supports, consisting of straddling wooden legs set into auger holes.

The children were called up one by one to Aunt Delight, who sat on a low chair, and required each, as a preliminary, "to make his manners," which consisted of a small, sudden nod. She then placed the spelling-book before the pupil, and with a pen-knife pointed, one by one, to the letters of the alphabet, saying "What's that?"

I believe I achieved the alphabet that summer. Two years later I went to the winter school at the same place kept by Lewis Olmstead—a man who made a business of ploughing, mowing, carting manure, etc., in the summer, and of teaching school in the winter. He was a celebrity in ciphering, and Squire Seymour declared that he was the greatest "arithmeticker" in Fairfield County. There was not a grammar, a geography, or a history of any kind in the school. Reading, writing, and arithmetic were the

only things taught, and these very indifferently—not wholly from the stupidity of the teacher, but because he had forty scholars, and the custom of the age required no more than he performed.—SAMUEL G. GOODRICH. From "Old Time Schools and School Books" by Clifton Johnson.

Act III : Georgia—1832

THE SCHOOLMASTERS

To an aged middle Georgian the old-field schoolmaster of his childhood, as he now recalls him, seems to have been somewhat of a myth, or at least a relic of a long past decedent race, never existing except in a few individuals unlike any others of human mold, appearing during periods in rural communities, bringing in a red-spotted bandanna handkerchief his household goods, and in his tall, whitish-furred, long-experienced hat a sheet of foolscap, on which was set down what he called his "school articles." A rather reticent man was he to begin with, generally serious, sometimes even sad looking, as if he had been a seeker of things occult and was not content with the results of his quest. Within some months, seldom completing the year, with the same bandanna and hat, noiseless as he had come, he went his way. Generally he was unmarried, or, what was not so very far different, followed by a wife unique looking as himself, if possible some nearer a blank, who had never had the heart to increase the family any further. After his departure came on another, who might be larger and might be smaller, who might be fairer and might be browner, who might be more pronounced in manner and speech and might be less, but who had the distinctive marks that were worn by no other people under the sun.

Now the idea that a native-born citizen competent to instruct children would have

been content to undertake such a work was not entertained. Somehow, keeping a school was regarded as at the bottom on the list of vocations.

THE SCHOOLHOUSE

A place was selected on the edge of a wood and in a field turned out to fallow, sufficiently central, hard by a spring of purest fresh water, a loghouse was put up, say 30 by 25 feet, with one door and a couple of windows and shelves, with benches along the unceiled walls, and the session began. Most families breakfasted about sunrise, and brisk walk of three-quarters of an hour brought even remotest dwellers to the early opening.

STUDYING ALOUD

The fashion of studying aloud in schools, now so curious to recall, did not produce the confusion which those not accustomed to it would suppose. Besides the natural desire to avoid punishment, rivalries were often very active, particularly among girls, and during the time devoted wholly to study, there were few who did not make reasonable effort to prepare for recitation. Spellers, readers, geographers, grammarians, getters-by-heart, all except cipherers, each in his or her own tongue and tone, raised to height sufficient to be clearly distinguished from others by individual ears, filled the room and several square rods of circumambient space outside. In this while the master, deaf to the various multitudinous sounds, sat in his chair, sometimes watching for a silent tongue, at others, with lack-luster eyes gazing through the door into the world beyond, perhaps musing when and where, if ever in this life, this toiling, fighting, migratory, isolated, and about friendless career would find respite.

Act IV : Middletown—1925

The school, like the factory, is a thoroughly regimented world. Immovable seats in orderly rows fix the sphere of activity of each child. For all, from the timid 6-year-old entering for the first time

to the most assured high-school senior, the general routine is much the same. Bells divide the day into periods. For the 6-year-olds the periods are short (15 to 25 minutes) and varied; in some they leave their seats, play games, and act out make-believe stores, although in "recitation periods" all movement is prohibited. As they grow older the taboo upon physical activity becomes stricter, until by the third or fourth year practically all movement is forbidden except the marching from one set of seats to another between periods, a brief interval of prescribed exercise daily, and periods of manual training or home economics once or twice a week. There are "study-periods" in which children learn "lessons" from "textbooks" prescribed by the State and "recitation periods" in which they tell an adult teacher what the book has said; one hears children reciting the battles of the Civil War in one recitation period, the rivers of Africa in another, the "parts of speech" in a third; the method is much the same.

With high school come some differences; more "vocation" and "laboratory" work varies the periods. But here again the lesson-textbook-recitation method is the chief characteristic of education. For nearly an hour a teacher asks questions and pupils answer, then a bell rings, on the instant books bang, powder and mirrors come out, there is a buzz of talk and laughter as all the urgent business of living resumes, momentarily for the children, notes and "dates" are exchanged, five minutes pass, another bell, gradual sliding into seats, a final giggle, a last vanity case snapped shut, "In our last lesson we had just finished"—and another class is begun.—From "Middletown," by ROBERT S. LYND and HELEN MERRELL LYND.

Act V : New York—1932

Is this a schoolhouse, this great, sunlit home? These cheerful rooms—walls colorful with children's paintings, floors spotted with bright rugs, light, movable tables, and comfortable chairs—are these classrooms? Groups of children engaged in animated conversation—are these classes? Is this the assembly room of a school, or is it a children's theater?

The new school is different—different in atmosphere, housing, furniture; different in its basic philosophy and psychology; different in the rôle that it assigns to pupil and teacher initiative.

For the new school is a child's world in a child's-size environment. Here he lives in a democracy of youth. His needs, his interests, as well as adult insight concerning his future life, determine what goes on in this school.

Picture, then, children who can not get to school early enough, and who linger about the shops, laboratories, yards, and libraries until dusk or urgent parents drag them homeward. Observe these busy and hard-working youngsters who seem to play all day, who do not seem to have lessons and recitations, yet who do not wait for teachers to make assignments. * * *

Here is a group of 6 and 7 year olds. They dance; they sing; they play house and build villages; they keep store and take care of pets; they model in clay and sand; they draw and paint, read and write, make up stories and dramatize them; they work in the garden; they churn, and weave, and cook.

In another building we come across a shop where one is wiring a doll house for electric lights and another is making rough-and-ready reflectoscopes. Over all the walls are blueprints, maps, and posters, and models of things made and in the making—ships, steam engines, cars, airplanes, submarines, sets for scenes, and even the swords and bucklers of medieval armor.—From "The Child-Centered School," by HAROLD O. RUGG and ANN SHUMAKER.



Loria Thompson, Jr. Carnegie Institute of Technology



Locust Point School activities bring children, parents, and employers together

None Without Hope

The Story of 122 Children Salvaged for Society by a Friendly School

By ELISE H. MARTENS *

SEVENTEEN YEARS in the life of any person may bring about changes that are little dreamed of. What they have brought to a group of 122 children of subnormal mentality, tucked away in a corner of an eastern city, is a challenging testimony to the possibilities for development that lie hidden within the natures of those who have come into this world with minds that are poorly endowed.

In 1914 these children were considered rather hopeless in their possibilities for self-supporting, self-controlled citizenship. In 1931 three-fourths of them were economically independent. The story of their development is the story of the school and of the social environment in which they grew up. It is a story that challenges the statement that the mentally deficient are unemployable. It is a story, too, that challenges the attention of the school superintendent and the school board member who are face to face with the responsibility of securing value received for every expenditure made in the educational program of their community.

Locust Point

Locust Point is one of the school districts of the city of Baltimore. Geographically it is an isolated community, its inhabitants being bound together by common industrial interests that are centered in its factories, its railroad shops, and its ship yards. The population is predominantly foreign. Public School No. 76 is the public educational center, but—more than this—it has also become a community center for the Point. The modern building which was erected in

THIS ARTICLE is based upon a report made by Dr. Ruth E. Fairbank of the Henry Phipps Psychiatric Clinic of Johns Hopkins University. The original survey in 1914 was made under the direction of Dr. C. Macfie Campbell and was part of a program of district surveys outlined by Dr. Adolf Meyer. The follow-up study in 1930 and 1931 was made at the suggestion of Dr. Meyer and Miss Persis Miller, Principal of Locust Point School. It is by courtesy of all these individuals that this article appears here. All quotations are from Dr. Fairbank's manuscript. Her complete report will appear in an early issue of "Mental Hygiene."

1920 not only serves as a school house; it also includes work shops, a gymnasium, a public library, and a dispensary to which parents as well as children have access. Here community social gatherings are held, motion pictures are shown, night classes are open to all who will come, library privileges are for old and young alike, and mothers are invited to bring their offspring to the baby clinic.

Other constructive forces are also at work. The church, the Family Welfare Association, the Labor Bureau, the Social Service Exchange, the Juvenile Court, the Police Court all have their part to play. The active cooperation of each one of these agencies with every other one and with the school has been one of the potent factors in the lives of the parents and children of Locust Point.

A pioneer study

Away back in 1914 the principal of Public School No. 76 sought scientific

help of the staff of the Henry Phipps Psychiatric Clinic of Johns Hopkins University. As part of a pioneer movement to protect the mental health of the community a survey was made of the mentality of the school population of the district. Of the 1,281 children attending school, 166 "were found to be sufficiently subnormal to indicate a need of special requirements."

These 166 pupils were divided into three groups according to the degree of handicap. The first group of 22 children showed an average intelligence quotient of 61 and an average chronological age of 12 years. All but five of them "were in the ungraded classes in the public school, and most of them had a family history of feeble-mindedness, alcoholism, or immorality. Many had special physical handicaps, were unable to read or write or do an errand, or had delinquency traits." Prospects of such a group for self-support were poor indeed.

The second group, numbering 78 children, had an average intelligence quotient of 72 and an average chronological age of 11 years. The third group of 66 children showed the same general level of intelligence, but they exhibited other traits which seemed to justify the expectation of somewhat greater achievement from them than from those in group two. Yet for all of them the prognosis for economic efficiency was none too good.

What has become of these children? A follow-up study was completed in 1931. Of the 166 subnormal boys and girls studied in 1914, 65 still lived on Locust Point, and 57 were found in other parts of the city. The remaining 44 of the original group had moved away, had died, or had disappeared. Each of the 122 individuals located was visited. There were 50 women

* Senior specialist in Education of Exceptional Children, U. S. Office of Education.

and 72 men. An investigation was made of social status, work record, economic status, home conditions, court record, religious affiliations, and recreational interests.

Marriage and employment

First of all, we find that 48 of the 50 girls, and 48 of the 72 boys have married, and that 75 of these 96 have 173 children. The problem of destiny has thus been doubled and tripled. The responsibility for one life has become a responsibility for 2 or 3 or 4 lives. Social and economic efficiency becomes an increasingly crucial matter.

Three-fourths of the group seem to have been equal to the challenge, for "45 of the men are self-supporting, and in 9 other cases the wife also contributes to the family budget, making a total of 54 economically independent men. Thirty women are supported by their husbands and 5 others are also working to increase the income—a total of 35 women not dependent on social aid. This makes 89 out of 122 who are financially independent. Fourteen other men and the husbands of 9 women only partially support themselves, due largely to the present business conditions. Four men and the husbands of two women have never had a steady job. The two unmarried women have regular work but live with their parents, and two women are supported by widows' pensions." This is certainly not a picture of destitution or of social dependence. When one adds to it the facts that 17 men and 20 women own or are buying their homes, and that 15 other men and 4 women have savings accounts, many of us will find it necessary to revise earlier ideas regarding the capabilities of the intellectually subnormal children of our great educational family.

Types of employment

"About one-half of the men get their livelihood in factories, in railroad yards and shops, and in the shipyards. Among these a few have attained positions somewhat superior to that of the usual worker. For example, 3 are tally-keepers, 1 is an inspector of insulators and supervises a small gang of men, 1 is a ship's rigger, another an electric welder, and 2 others are sheet-metal workers. Among the men with other occupations, 8 have somewhat superior work: 2 own and manage their own stores, 4 are clerks, 1 is a barber, and 1 was a prohibition agent until domestic trouble forced him to resign.

"Of the 50 women only 12 are working at present, but an analysis of their work records shows that 26 have worked in factories, 8 worked as domestics, 12 helped at home until marriage, 1 was a filing clerk, 1 has a beauty shop, 1 runs a printing press, and 1 works in the market."

What of the 22 children who had the lowest average IQ of 61? Have they also become self-supporting? One might reasonably expect a larger amount of dependency among them than in the other two groups. Yet even here it is gratifying to find that, of the 17 of this group who were located in 1931, "8 men are supporting themselves and that 4 women have married economically adequate husbands. The other 5 are being helped by their families and by community funds."

The story of John is one example. In 1914 John showed many delinquent traits. There was a family history of feeble-mindedness, insanity, and immorality. He spent 4 years in the first grade, but fortunately, after 6 months in the second grade he was assigned to the ungraded class. Here he remained for 3½ years under the guidance of an understanding and skillful teacher. At 14 John secured a work permit and for almost 10 years he has been working steadily and successfully as a responsible inspector with a salary of \$30 a week. He is proud of the fact that the company sent for him while he was at home for a few days on sick leave, because several hundred dollars' worth of material was spoiled during his absence. "I was no good in school," he says, "but when I got married I knew I'd got to work and I went right at it. I knew I'd got to dig out." There has been no further delinquency, but he does infrequently indulge in a spree. Through his interest in athletics he has learned to read the newspapers, but he can write only his name.

Mary was one of the girls in this group. Her family background was one of immorality and there seemed to be every probability that Mary would follow in her mother's footsteps. She, too, was a member of the ungraded class for several years. After she left school to go to work, she kept in touch with her teacher, whose influence was no doubt one of the most wholesome factors in her development. She has married a rather thrifty factory worker. They own their home. She is a good mother to their three children, is interested in a club, in the parent-teacher association, and is deeply religious.

It would be too much to expect that all our young hopefuls—considered almost hopeless in 1914—would turn out so well. There is Jane who in 1914 was reported as "restless, untruthful, unable to read or write or do errands, but very industrious and neat. She was later given an opportunity to work as a maid in a hospital dispensary where she proved to be a good cleaner but somewhat of a liability because of her hysterical tantrums and petty thievery. Since her husband, a moron, lost his job as a baker early in 1930, they and their 4 children have been constantly supported by the Family Welfare

Association. Jane continues to be unstable under difficulties, and has made several impulsive suicidal attempts which required a recent temporary commitment to a State hospital."

School and the police

All three groups show other examples of instability, of delinquency, of alcoholism, or illegitimacy and prostitution. Such examples are found in every stratum of society, and are supposed to be particularly frequent among the feeble-minded. Their occurrence among these 122 young people has been so much less frequent than one might expect that the situation is noteworthy. No doubt one reason why so few cases from the whole district find their way into juvenile court lies in the fact that many misdemeanors are settled out of court—by parents, policemen, and industrial concerns through the medium of the school.

There was the case of broken windows in an industrial plant over the week end. On Monday morning the head of the firm called at Public School No. 76 and stated the facts. The policeman was summoned. "A call for the leaders of the gang was broadcast throughout the school. They appeared and told of a stone fight that had resulted in the damage. They dragged forth the younger children who had taken part in the fun. Fathers and mothers were sent for and the afternoon was given up to an informal inquiry into the facts. The owner of the factory was asked to get an estimate of the cost of replacement from a local hardware firm. He did so and a bill was submitted to each boy. The windows were replaced, the fathers took their respective bills and settled them, and after that they probably settled with their sons. There was no court action but a general agreement among parents that they did not want the name of Locust Point and School No. 76 dragged into court."

This attitude on the part of the parents is a matter of pride to them. They were the ones who persistently demanded a new building for School No. 76. They were the ones who asked that the new building contain shops in which their children could be trained to get better jobs and a gymnasium that could be used by the grown-ups at night as well as be the children during the day. They were the ones who asked why their children were being trained only to go to high school when many of them must go to work as soon as they finished the grades. And this interest of theirs came only as a result of years of effort on the part of the principal of the school to build up a community educational enterprise. They have learned that it is their school, and they are proud to be identified with it and to keep its record bright.

Public School No. 76, then, as the center of community interest, must stand high among the influences that have contributed to the wholesome development of the boys and girls of whom in 1914 little was expected. Socially minded principal and teachers, their kindly interest in the lives of their patrons, their counsel and their help have brought from the people whom they serve an answering loyalty and a determination to make the most of themselves and of their children.

Add to this the coordination of effort that has existed among all the educational and social agencies operating within the community, and one can understand why many of these children have gone far beyond expectations. The utilization of the city park as a school and community playground affords recreation that keeps old and young together. Supervision by the Labor Bureau of those who secure work permits serves to keep industry in touch with the school. Activities of the Family Welfare Association are intimately related to the social work of the school. Cooperation which the police and the juvenile court give is clearly indicated in the story of the broken windows.

All these agencies working together consistently and persistently should be powerful stabilizing influences in the life of any community. There is no scientific proof that they have been so in Locust Point. We have only the evidence of a group of children who in 1914 "were expected to be shiftless, alcoholic, of low wage-earning capacity, and dependent on charitable organizations for support" developing in an unusually constructive environment into men and women evincing a somewhat remarkable degree of stability.

It is so easy to cover our failure to provide for the subnormal child with the excuse, "He'll never amount to anything anyway." It is so easy, too, to explain the delinquency of the feeble-minded with the statement, "Well, you couldn't expect anything different from a feeble-minded person." If the experience at Locust Point holds true, if similar experiences that have taken place in colonies for the mentally deficient and in socially directed school systems hold true, then both of these statements are utterly false and utterly unworthy of anyone who presumes to be an educator of youth.

The subnormal in our schools can be salvaged, they can become respectable, self-supporting citizens, they can make a contribution in their own way to the community. Whether they will do so or not depends upon those who have it in their power to mold a constructive environment for them or to disregard their environmental needs; to help them fight the battles of life or to make them victims of life. Which shall it be?

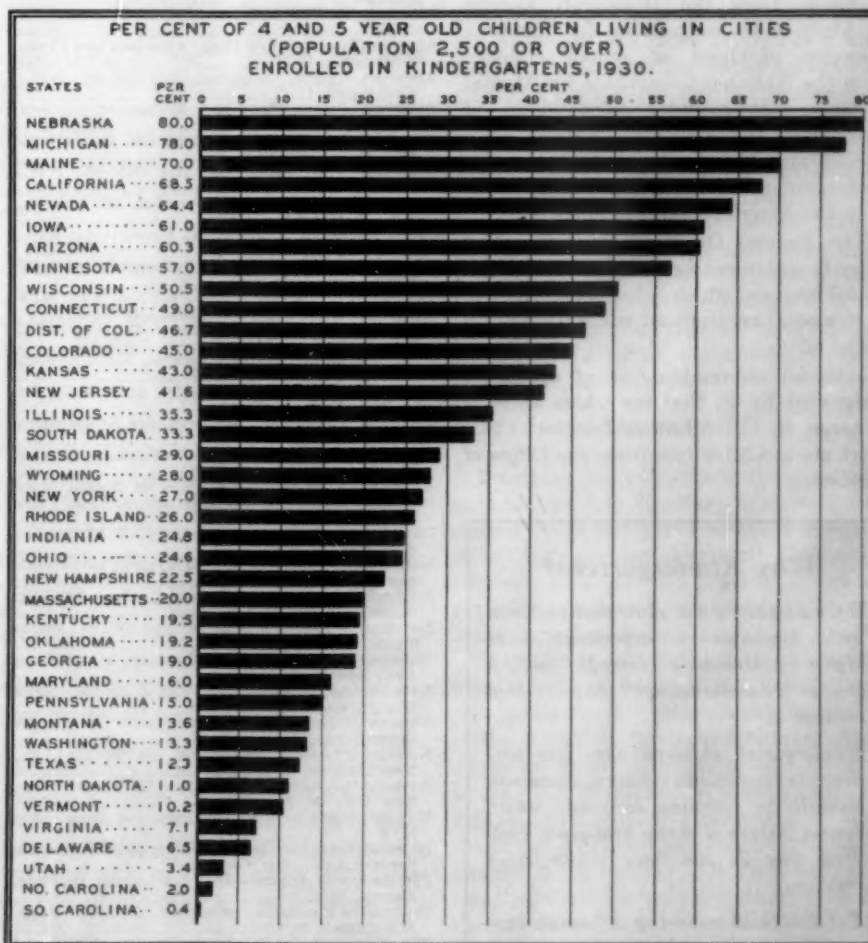
The Status of the States

A TOTAL KINDERGARTEN enrollment of 725,000 children is reported by the several States for 1930. With 40,000 more in private kindergartens, a third of the 4- and 5-year-old children living in cities are attending kindergarten. Practically all public-school kindergartens are located in cities, and most of the major cities have made the kindergartens an integral part of their school programs, according to Mary Dabney Davis, Office of Education specialist in Nursery-Kindergarten-Primary Education.

In Nebraska the kindergarten enrollment reported constitutes 80 per cent of the 4- and 5-year-old city population. Michigan, Maine, California, Nevada, Iowa, Arizona, Minnesota, and Wisconsin have more than 50 per cent of their city children attending kindergartens regularly.

The proportion of all the 4- and 5-year-old children in both city and rural dis-

tricts of each of 39 States enrolled in kindergartens is as follows: 52 per cent in Michigan; 40 to 50 per cent in the District of Columbia and California; 30 to 40 per cent in New Jersey and Connecticut; 25 to 30 per cent in Maine, Nebraska, Minnesota, Wisconsin, and Illinois; 20 to 25 per cent in Rhode Island, Nevada, New York, and Iowa; 15 to 20 per cent in Colorado, Massachusetts, Arizona, Ohio, and Kansas; 10 to 15 per cent in New Hampshire, Missouri, and Indiana; 5 to 10 per cent in Maryland, Pennsylvania, Wyoming, Washington, Oklahoma, and South Dakota; less than 5 per cent in Kentucky, Georgia, Texas, Montana, Delaware, Vermont, Virginia, North Dakota, Utah, North Carolina, and South Carolina. Alabama and Idaho report no kindergarten enrollment. Complete data are not available for eight States.



M. Kirby.

Helps For Teachers

Pictures, posters, charts, and other materials

By ROWNA HANSEN *

POSTERS, pictures, charts, pamphlets, books, records, study outlines, and other materials for classroom use, for the school bulletin board, for exhibits, for teachers' meetings and institutes, and for work with parents, are available from a number of organizations. That classroom teachers and supervisors may know where to secure these reference and supplementary teaching materials, this directory of materials available from noncommercial organizations has been compiled by the Office of Education.

Complete lists of publications may be obtained by applying directly to the organizations. The materials range from publications on handicraft from the Boy Scouts of America and design plates of Indian symbols, bead work, basketry, and so forth, from the Woodcraft League of America to suggestions for handling behavior problems of school children from the National Committee for Mental Hygiene. It includes color plates of birds from the American Nature Association and the National Audubon Societies; and graded lists of children's books from the American Library Association.

The Federal Office of Education and other Government agencies publish useful school material which is listed each month in *SCHOOL LIFE*, official monthly journal of the office.

Material obtainable free of charge is designated by F; that for which there is a charge, by C. Additional copies of this chart are available free from the Office of Education.

Why Kindergartens?

EXPERIMENTS show that children with kindergarten experience have higher achievement records and a greater "educational age" than children without it.

Kindergarten children have less tendency to reversals in reading, a common obstacle in learning to read, which causes failure of many first-grade children who do not have kindergarten training.

For the child speaking a foreign language at home, the kindergarten is especially helpful.

Name of organization or agency	Booklets for children	Charts or maps for classroom use	Pictures for classroom use	Directions for plays, games, pageants, etc.	Individual record cards, diaries, etc.	Directions for handwork	Child development: Study outlines and information	Lists of books for children	Lists of books for adults
American Association of University Women, 1634 Eye St., NW., Washington, D. C.							F&C		F&C
American Association to Promote the Teaching of Speech to the Deaf, 1537 35th St., NW., Washington, D. C.							C		
American Child Health Association, 450 Seventh Ave., New York, N. Y.	C	C		C	C		C	C	C
American Federation of Organizations for Hard of Hearing, Inc., 1537 35th St., NW., Washington, D. C.							C		
American Forestry Association, 1727 K St., NW., Washington, D. C.	C	F		C					F
American Foundation For the Blind, 125 E. 46th St., New York, N. Y.							F&C		
American Geographical Society, Broadway at 150th St., New York City		C							
American Home Economics Association, 620 Mills Bldg., Washington, D. C.							C		F&C
American Humane Education Society, 180 Longwood Ave., Boston, Mass.	C	C		C			F	F	F
American Library Association, 520 N. Michigan Ave., Chicago, Ill.								C	C
American Medical Association, 535 N. Dearborn St., Chicago, Ill.	C	C	C	C			C		
American National Red Cross, American Red Cross, Washington, D. C.							F&C		F&C
American Nature Association, 1214 16th St., NW., Washington, D. C.			C				F&C		
American Posture League, 1 Madison Ave., New York, N. Y.		C	C	C			C		C
American Social Hygiene Association, 450 Seventh Ave., New York, N. Y.							F&C		F&C
American Tree Association, 1214 16th St., NW., Washington, D. C.							F		
Association for Childhood Education, 1201 16th St., NW., Washington, D. C.							C	C	
Better Homes in America, 1635 Pennsylvania Ave., NW., Washington, D. C.									C
Big Brother and Big Sister Federation, Inc., 425 Fourth Ave., New York, N. Y.							F&C		
Boy Scouts of America, 2 Park Ave., New York, N. Y.	C			C	C	C			
Camp Fire Girls, 41 Union Square, New York, N. Y.	C			C	C	C			
Child Study Association of America, 221 W. 57th St., New York, N. Y.							C	C	C
Child Welfare Committee of America, Inc., 1 E. 104th St., New York, N. Y.							F		
Child Welfare League of America, Inc., 130 E. 22d St., New York, N. Y.					C				
Elizabeth McCormick Memorial, 843 N. Dearborn St., Chicago, Ill.		F&C	F&C		F&C		F&C		
Junior Red Cross Association, American National Red Cross, Washington, D. C.			C				C		
Knights of King Arthur, Lock Box 169, Boston, Mass.							C		
National Association of Audubon Societies, 1775 Broadway, New York, N. Y.	C	C	C					F	F
National Child Welfare Association, 70 Fifth Ave., New York, N. Y.	C	C	C	C			C		
National Committee for Mental Hygiene, 450 Seventh Ave., New York, N. Y.							C		C
National Congress of Parents and Teachers, 1201 16th St., Washington, D. C.							C		C
National Education Association, 1201 16th St., Washington, D. C.		C					C	F	F
National Federation of Day Nurseries, 244 Madison Ave., New York, N. Y.							C		
National Geographic Society, 16th & M Sts., NW., Washington, D. C.			C						
National Organization for Public Health Nursing, 450 Seventh Ave., New York, N. Y.	C				C		C		C
National Probation Association, 450 Seventh Ave., New York, N. Y.							F&C		F
National Recreation Association, 315 Fourth Ave., New York, N. Y.				F&C		F&C	F&C		C
National Safety Council, One Park Ave., New York, N. Y.	C		C	C	C		C	F	F
National Society for the Prevention of Blindness, 450 Seventh Ave., New York, N. Y.	F&C						F&C		
Pathfinders of America, Inc., 314 Lincoln Building, Detroit, Mich.							C	C	C
Progressive Education Association, 10 Jackson Place, Washington, D. C.							C		C
The Woodcraft League of America, Inc., 1043 Grand Central Terminal Building, New York, N. Y.	C					C	C		
Wild Flower Preservation Society, Inc., 3740 Oliver St., NW., Washington, D. C.	F&C	F&C	C					F	F&C

* Junior specialist, Kindergarten-Primary Education, U. S. Office of Education

Rain Checks On Diplomas

Jobless, the Graduates Return to High School; What Can Principals Do?

WITHOUT JOBS and without money, thousands of high-school graduates have returned to school. The army of unemployed graduates knocking at the high-school door numbers, it is estimated, 100,000.

What can a principal do when the boy he launched on life last spring turns up this fall with a hard luck tale? How can the high schools help?

The urgency of the post-graduate problem was disclosed by answers to a letter from United States Commissioner of education William John Cooper, asking what schools were doing to help the unemployed. Many cities reported three to four times as many post-graduates as there were a few years ago. The number of post-graduates in high school has increased 800 per cent in the last 10 years.

Two ways of receiving old students back to high school prevail. Some schools simply let them take their places with other pupils in the classes. Finding themselves out of step with the march of undergraduate life, many post-graduates in such schools soon drop out.

Assets

The other way is to make the post-graduate welcome, adapt the school program to the new problem of his presence, and help him save himself from becoming a wandering, disheartened, jobless dervish.

To the school administrator who hesitates to take on any additional duties in this time of retrenchment it can be said that many schools are finding it possible to make the jobless post-graduate an asset rather than a liability to their budgets. Where schools are under-staffed the post-graduates have been pressed into service as secretaries, as assistants to teachers struggling with large classes, as assistant coaches, and as helpers in janitorial or lunch-room service. Since post-graduates are usually eager ambitious boys and girls, they are frequently glad to render a return in this way for the privilege of receiving more education. In Minneapolis many post-graduates help in the school lunch rooms.

Splendid workers

Not only do post-graduates in this way help out the principal, but they also fit better into the school world. Larger responsibilities give them a status above the

rank of pupil and help them keep their self-respect.

A number of superintendents in their replies to the Office of Education stressed the point that post-graduates enrolled in their schools have done splendid work. L. N. McWhorter, assistant superintendent of schools in Minneapolis, where 505 graduate students were enrolled last semester, wrote that they worked "with determination and purpose."

"The most notable achievement of the local high school," according to Superintendent Weiss of Bethlehem, Pa., "was the work done by the unemployed men and women students."

Lessons by mail

Since most post-graduate students return for a definite purpose, principals with experience in handling them recommend that they be allowed as much freedom as possible. The school that helps them to work "under their own steam" toward their objectives renders them the largest service. The counseling service of a school will probably prove of more assistance to the jobless post-graduates eager for help, than to the regular pupils.

Use of correspondence courses has been found helpful. Benton Harbor, Michigan, has enrolled a number of former high-school graduates in correspondence courses, Superintendent Mitchell reports. Other cities are relying on this type of learning whereby several courses may be taken by students under the supervision of one teacher. The selection of studies can be more varied in a school using correspondence than in one that does not.

Since practically every State has well-prepared extension courses, superintendents will do well to look into the possibility of calling upon State universities to provide extension work locally. Extension courses generally blend with college work, and should be especially popular for post-graduates anticipating college or university attendance. At Gary, Ind., the extension department of the University of Indiana occupying local school buildings has proved a great boon to high-school graduates who want more training but can not afford to go away from home for it. A helpful guide to extension courses offered by 443 colleges and universities is "College and University Extension Helps in Adult Education 1928-29," Bulletin 1930 No. 10, by L. R. Alderman, Federal Office of Education specialist

in adult education. (Superintendent of Documents, 10 cents.)

Fewer public-school enrollments of post-graduates have been reported in cities which have junior colleges. This fact raises the question: "Are public high schools becoming junior colleges?" Since this type of college is the next step above the secondary school on the educational ladder, many would probably answer yes. Post-graduates are calling upon high schools to give "junior college" service where there is no junior college. The junior college at Norfolk, Nebr., operated by public schools, has taken care of many post-graduates. At Parsons, Kans., Superintendent Hughes says "the most effective work done in his community by schools for relief of unemployment has been through the junior college and the upper units of the high school." The last graduating class from the junior college in the latter city was twice as large as it was the year before. Other junior college enrollments have shown decided increases in recent years.

A number of cities are allowing overflow enrollments of post-graduates to attend night schools. From Huntington, W. Va., comes the statement that "we are taking care of 2,100 pupils in our high school that was designed for 1,200. We have been forced to operate double sessions." Day sessions became so crowded in Parkersburg, W. Va., that night schools were established last semester.

Placement

Provision for placement of post-graduate students in positions is of first importance. A number of cities have established very successful student placement bureaus, although this practice is not as yet widespread and could be provided in many more instances.

Very timely and useful to those seeking help on the problem of the high school post-graduate is "Educational Opportunities Provided for Post-Graduate Students in Public High Schools," by Dr. Einar W. Jacobsen, Contributions to Education No. 523, available from the Bureau of Publications, Teachers College, Columbia University. Dr. Jacobsen very clearly defines the post-graduate problem, the provisions made by public high schools for post-graduate students, the needs of post-graduate students and ways of meeting the needs of the former graduates.

—JOHN H. LLOYD.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF
THE INTERIOR, OFFICE OF EDUCATION

Editor WILLIAM DOW BOUTWELL
Assistant Editors MARGARET F. RYAN
JOHN H. LLOYD

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$5 cents. Club rate: Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. Remittance should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C.

SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

OCTOBER, 1932

PROGRESS

AMERICAN EDUCATION constantly progresses. One hundred and fifty years ago only reading, writing, spelling, arithmetic, and the Bible were taught in our schools. To-day one city announces that its 150 schools offer 3,000 courses in approximately 600 subjects.

Probably one does not fully appreciate the exceptional educational opportunities offered in most of our cities. A glance at the guidebook "Educational Opportunities of Greater Boston," a publication of the Prospect Union Educational Exchange which lists the 600 or more courses mentioned above, shows the result of educational progress since the time of the three R's.

Boston's educational Baedeker lists courses as Americanization, arts, crafts, civil-service preparation, commerce and finance, engineering, expression, homemaking, languages and literature, law, library science, physical education, recreation, science and mathematics, social sciences, textiles, trades, and preparatory courses. Subjects range from automobile driving to watchmaking—from argumentation to wrestling.

This increase in about 150 years in number of educational courses offered by one city to 600 or more branches of learning, is typical of our endeavor through education to prepare ourselves for more complete living in an ever changing world.

SERVICE CONTINUED

SELECTED BIBLIOGRAPHIES covering practically every phase of education will be published regularly in Elementary School Journal and the School Review beginning with the January issues, it has been announced. This new feature of both journals will continue a service begun in the

Office of Education's Record of Current Educational Publications which was suspended this year due to a reduction in printing funds. Twenty annotated bibliographies will appear throughout this year in the two journals, references to be selected and annotated by leaders in the fields represented.

Idyll

I MUST flee
From this urban bedlam.
I want to loiter
Down a country lane
At evening
Beside a brindle bossy cow.
I want a stalk
Of wild wheat
To chew . . .
I want to go barefoot
And let the cool, velvet dust
Cling to my feet.

—MAURICE ATKINSON,
Polytechnic High School,
Long Beach, Calif.

MAURICE ATKINSON was outstanding in high school in oratory and debate and won the southern California oratorical championship, in 1932, in a world problem contest. His other interests are literature, economics, and political science. In the "Scholastic" contest this year he was awarded second prize in book reviews. He is now attending Long Beach Junior College. *Idyll* is reprinted from "Acacia," the literary publication of the Polytechnic High School. Selected for SCHOOL LIFE by Nellie B. Sergeant.

"IT SIMPLY IS NOT
the scientific, social, and educational services of the Nation that
create the real tax burden that bends the American back, and yet,
throughout the Nation, we are trying to balance budgets by cutting
the heart out of the only things that make government a creative
social agency in this complicated world. We slash scientific bureaus.
We trim down our support of social services and regulatory bureaus.
We squeeze education. We fire visiting nurses. We starve libraries.
We drastically reduce hospital staffs. And we call this ECONOMY,
and actually think we are intelligent in calling it that."

GLENN FRANK

PRESIDENT OF THE UNIVERSITY OF WISCONSIN
Wisconsin Journal of Education, September, 1932.

ROADS AND SCHOOLS

"EVERY ACCELERATION in road construction is marked by a corresponding decrease in the number of one-room schools," according to a comparative analysis of school and highway data recently made by the American Road Builders' Association and reported in New Mexico's state highway department magazine.

North Carolina, had 1,714 miles of improved highway and 2,989 one-room schools in 1924. By 1930 the State had increased its first-class highway mileage to 4,025, and decreased single room schools to 1,400.

Indiana, in 1924 had 3,452 one-room schools and only 911 miles of first class highways. In 1930 the number of such schools had dropped to 2,050, while good road mileage had increased to 3,137.

In Virginia, Alabama and South Carolina, the three other States surveyed, there was a gain of 2,726 miles in improved highways, a decrease of 1,876 in the number of one-room schools.

DO CHILDREN FAIL?

"THERE WILL BE LITTLE juvenile delinquency if we give boys and girls a chance. No young person I ever met wanted to go wrong. What they wanted were chances to succeed. But we fail them in our public schools, and exclude them from school, and then wonder why they go wrong. I am bold to say that boys and girls do not fail; the home, the church, the school and society fail, and juvenile crime follows as a natural consequence."

—FRANCIS W. KIRKHAM.

Trends in Tests

Some New Tide Marks in the Measurement of Education

By DAVID SEGEL *

THE USE of objective tests has become an established practice in the schools of our country.

Such tests are now considered as tools of the educational process along with books, maps, and the like. In general, testing advocates may look with some satisfaction upon the present condition of testing. Nevertheless, there are some elements in this complacency about "having arrived" which are dangerous for the best future development of the movement. It is well to consider briefly these undesirable trends before discussing the recent advances in the use of tests.

In the early days of testing much time and energy were expended in perfecting tests. The result was that the majority issued were fairly good judged by the standards of test construction known at the time. This excellent beginning of testing work brought about a feeling that any published test was a good one. This feeling still persists at the present time. Unluckily, the commercial success of some tests, and the rapid extension of a superficial knowledge of testing has caused a great increase in the number constructed. Many tests have been hastily thrown together and should not be considered in the same category with others more carefully constructed. Due to the careless acceptance of any test as good because of the past reputation of tests in general, the testing movement will suffer. Tests should be scrutinized carefully before being used regularly.

Refinements

Another danger in the present stage of testing lies in the perpetuation in a certain use of tests without making further application of refinements which are discovered from time to time. When a movement of

* Specialist in Tests and Measurements, U. S. Office of Education.

** From "Guide for Interpreting the New Stanford Achievement Test, World Book Co., Yonkers, N. Y.

THIS QUICK JOURNEY along the new horizons of tests and measurements is the second tour of educational trends with expert guides presented by *SCHOOL LIFE*. Others scheduled soon are *Homemaking Education*, *Health Education*, and *School Buildings*.

tests to particular grades for children who have been exposed to about the same amount of schooling.

Diagnosis

In the achievement test field there are several rather outstanding developments taking place. One is the growth of the construction of diagnostic tests and in making test scores in different subjects comparable so that a diagnosis as between subjects may be made.

This sort of diagnosis is represented graphically by the figure which illustrates the test results for a seventh grade boy. An inspectional diagnosis of the boy's strengths and weaknesses may be made. Diagnosis within a subject may be similarly made.

There has been a rapid advance in this use of achievement tests. Many diagnostic tests, good, bad, and indifferent, have been produced. The use of diagnostic tests seems to be of particular value in individual instruction programs and activity programs.

The recent work of Brueckner and Melby¹ refers to many of these tests and discusses means of diagnosis within subjects.

There has been much interest manifested very recently in the construction of batteries of tests covering the whole range of subject matter in certain grades or schools. Among batteries developed for the elementary school subjects are the following: Metropolitan Achievement Tests,² Modern School Achievement Tests,³ New Stanford Achievement Tests,⁴ Public School Achievement Tests,⁵ and the Unit

¹ Brueckner, Leo J., and Melby, Ernest O. Diagnostic and remedial teaching. Houghton Mifflin Co., 1931.

² A battery of tests constructed on the basis of the new New York City course of study. Published by the World Book Co., Yonkers, N. Y.

³ Published by the Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

⁴ Published by the World Book Co., Yonkers, N. Y.

⁵ Published by the Public School Publishing Co., Bloomington, Ill.

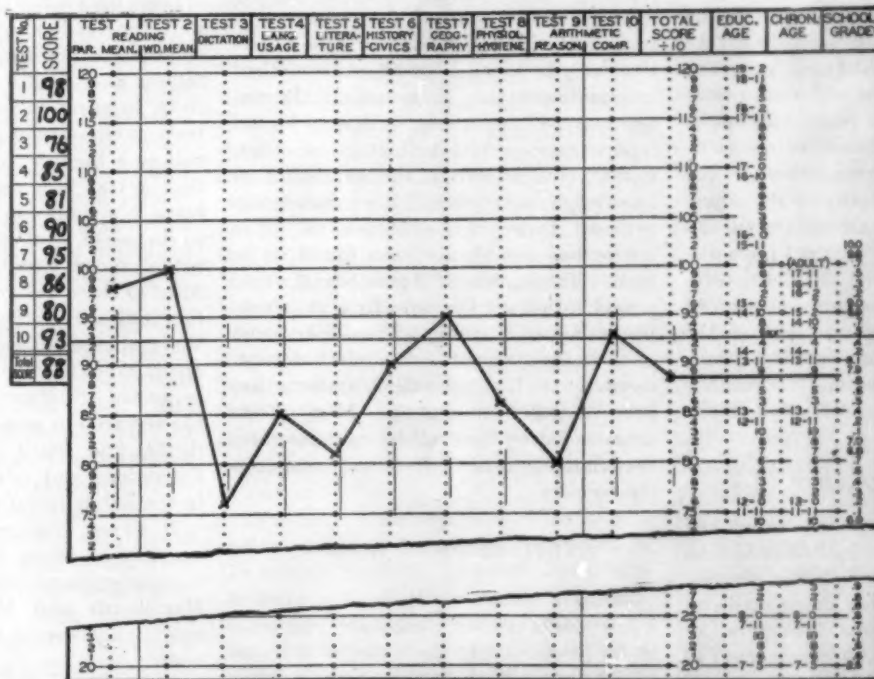


Illustration of how a diagnosis is made of a pupil's strengths and weaknesses in various school subjects.**

any kind is growing rapidly, new developments whether good or bad are seized upon and made the most of; but when a movement has established itself these new developments must wait for a particularly favorable time before they can become a factor in it. There are signs that the testing of subject matter has reached this cross road. Of course, many lines of testing are too new to be subject to this criticism.

After displaying these danger signals we shall feel free to dwell on advancements in testing which have been taking place in the last few years.

The trends in general scholastic ability testing are following the lines set down at the beginning of the construction of such tests. One line is the search for test items which are not dependent upon schooling, such as can be used in individual testing and the testing of children having irregular schooling. Another line is to adapt

Scales of Attainment.⁶ In the high-school field besides the Iowa High School Content Examination⁷ there has been developed the Sones-Harry High School Achievement Test.⁸ In the college field individual colleges and universities are producing examinations covering a whole year's work or several years' work in a large subject field. It can be seen that the development of such test batteries brings about a possibility of better appraisal of the individual variations in the ability of a pupil than has been possible heretofore.

These test batteries also represent another trend in educational testing through the fact that they increase the accuracy of the measurement of the performance of the individual pupil in the educational process as a whole. Up to the last few years there had been a gradual swing away from the use of formal examinations to determine a pupil's fitness to take certain courses or enter certain institutions. With the introduction of the new type examination many of the objections to the use of examinations as an agent for educational placement have disappeared. The increased use of the comprehensive examinations is a reflection of the desire to place appraisal of the work of the pupil on an objective basis. The advance along this line in secondary schools and colleges will no doubt continue.

Two approaches

Another new development in educational testing is the introduction of testing for the prediction of scholastic success. There are two approaches being made on this problem. The one direction of attack is the test specially constructed to predict success in a subject. Such tests have been constructed most successfully in those subjects having definite subject matter content which is not too closely related to the outside life of the pupil or to other subjects of the curriculum. Such subjects are, for example, mathematics and foreign languages. Success in making such tests depends upon the ingenuity of the constructor in getting exercises which are similar to those within the subjects themselves. The other approach to the prediction of scholastic success is that where the results of several different tests are added together through the proper weighting procedure to make a composite score which predicts success in a subject. This method allows the use of tests which have been given in a school for other purposes. By this method the

prediction of success in several subjects may be obtained from a single series of test scores.

Achievement and prognostic tests are being used more and more in conjunction with tests of general scholastic ability (intelligence tests) for the prediction of success for guidance or the classification of pupils for instruction. Statistical methods for combining test results for making differential predictions, i. e., prediction of whether a student will do better in one subject than another or whether an applicant will do better in one job than another, have recently been evolved.

Still another trend in achievement testing is that towards the constructing of tests more in conformity with the true objectives of the courses they presume to test. In science, for example, the objectives may be to teach the scientific method in experimentation, procedures in the manipulation of apparatus, writing of logical reports on experiments, method of observation, etc., as well as the acquisition of knowledge and skills. The correlation between these various objectives of a course has not always been found to be high. Testing should if possible take into consideration all the objectives of a subject or course of study. The construction of tests by teachers and research departments in individual school systems has been steadily increasing. Many tests constructed by local school systems have been later published for use throughout the country.

Instructional tests

Series of tests covering units of work of a few weeks duration each are beginning to be issued under the name of instructional tests. Such tests keep the teacher very closely informed of the progress of her pupil and may be used as a motivating agent with the pupils. Such tests are sometimes issued for use unrelated to any particular textbook or course of study and are also issued in direct relation to a particular text or course of study by having the tests printed in the textbook or in separate work books.

Tests for use in vocational guidance have been slow in developing. Patterson, et al.,⁹ have increased the prediction power of certain mechanical ability tests. Trabue¹⁰ is conducting a program, the results of which show the definite value of personality and other tests in predicting success in particular jobs in industry.

⁹ Patterson, Donald, et al. *Minnesota Mechanical Ability Tests*. University of Minnesota Press, Minneapolis, 1930.

¹⁰ Under the direction of Dr. Trabue the Employment Stabilization Institute of the University of Minnesota is issuing a series of studies of considerable value to vocational guidance.

Strong's¹¹ Vocational Interest Blank is a distinct contribution in this field.

Personality tests

An important trend in objective tests is the work of testing personality which has grown so rapidly during the last few years. Symonds¹² has discussed in detail the various methods and means of testing in this realm. The principal means of getting at personality traits have been through observation of behavior, ratings, questionnaires, tests of conduct, knowledge and judgment, and performance tests. Personality tests have not been used extensively in schools as yet. Just what the scores mean on many of these tests is not known. It is probably well for schools to use most of these measures experimentally until their usefulness as a regular tool has been shown. Aside from rating scales and physiological tests, most tests of personality are coachable to a high degree. If a pupil knows that a test is a personality test he can bring his score up. Another limitation to the use of most of these tests is that the actual social situation is not furnished. Most of these tests measure social adaptation indirectly through imaginal situations. The responses to such situations probably are different in some degree from responses to actual situations. The next steps in the research in personality testing will no doubt find ways of overcoming these limitations and establish their valid use in the public schools.¹³

However, some colleges are using personality measures with apparent success in their guidance programs. The work of Hartshorne and May¹⁴ is probably of most importance in this field of personality testing.

Tyler¹⁵ and others, who are attempting to test all the outcomes of a course of study probably have the same end in view as other investigators working directly in the personality field when they are constructing tests on social and economic attitudes. Continued growth in this field should eventuate in controlling the formation of wholesome civic and social attitudes and in desirable personal traits.

¹¹ Strong's Vocational Interest Blank is published by the Stanford University Press, Stanford University, Calif.

¹² Symonds, P. M. *Diagnosing Personality and Conduct*. Century Co. 1931.

¹³ For a partial list of personality tests see Circular No. 52 "Selected list of Tests and Rating for Social Adaptation." This is issued free by the Office of Education.

¹⁴ Hartshorne, Hugh, and May, Mark A. *Studies in Deceit* (1928). *Studies in Service and Self-Control* (1929). *Studies in the Organization of Character* (1930). MacMillan Co., New York, N. Y.

¹⁵ Tyler, R. W. and others. Some experiment in higher education at Ohio State University. April 1, 1932. Ohio Bureau of Educational Research, Columbus.

⁶ Published by the Educational Test Bureau, Minneapolis, Minn.

⁷ Published by the Bureau of Educational Research and Service, State University of Iowa, Iowa City, Iowa.

⁸ Published by the World Book Co., Yonkers, N. Y.

Schools and the Social Upheaval

Part II

By FREDERICK J. KELLY *

SCHOOLS, particularly high schools and colleges, must take the responsibility for finding the way to assure society's advance with less serious disorders than prevail to-day. Demonstration of this challenge falls into three parts:

1. The basic idea back of the public support of schools is that an educated public is the surest safeguard of the people's freedom.

Why should the people of this country pay in taxation two and one-half billion dollars per year to support a public school system? Is it with the idea that an educated person gets more out of life than an uneducated person and that therefore people merely combine to run the most economical school system for the personal improvement of the several individuals? Or is it rather that the welfare of each one is dependent upon the fact that others are educated? Or is it a combination of the two?

Individual well-being is dependent both upon one's own capacity for enjoyment and also upon a type of social order in which one can experience with least hindrance those enjoyments for which he is prepared. Under any circumstances society expects that through paying for a public educational system a social order will be developed which will make possible the fullest measure of life's satisfactions. If people find their legitimate hopes and their most cherished ambitions thwarted because of conditions prevailing in the social order, they will not continue to support public schools as they have done up to date. To the people at large it is not a question of whether the schools teach ever so well literature, history, Latin, or agriculture. They want to be assured that when children have completed their public-school education, they will be prepared to maintain a social order in which the qualities of justice, fairplay, and equality of opportunity so fundamental to freedom shall prevail in the land.

Cardinal principles

2. The cardinal principles of secondary education as set forth in a report of the Commission on the Reorganization of Secondary Education (U. S. Office of Education Bulletin, 1918, No. 35) are not built around subjects. These objectives are intended to center the thought of the high-school teachers upon their responsibility to produce an effective citizenship. These seven main objectives, you will

"THE TIME HAS COME," says Doctor Kelly, "to take risks. So much is involved that it could hardly be supposed the solution would be found without risks. I am happy to believe, however, that if guiding America through this social revolution is chiefly the job of education—and it is—and that to do that job involves risk—and it does—teachers, particularly teachers of adolescent youth, will courageously take those risks."

recall, are: First, health; second, command of fundamental processes; third, worthy home membership; fourth, vocation; fifth, civic education; sixth, worthy use of leisure; seventh, ethical character. You will note that none of these refers specifically to the mastery of any given high-school subject, such as English literature. It is true that the second one, command of fundamental processes, may refer rather definitely to the subject matter of a few of the high-school courses which are taught primarily as tools or processes.

Generally, these objectives refer to outcomes which are not directly involved in the subject matter. The fact that a student gets an "A" in a course in English literature does not of itself give any assurance that literature will actually function in this student's life to make him a better citizen or to make him use his leisure more worthily. The fact that a student does satisfactorily in a course in foreign language, does not of itself assure that any of these main cardinal objectives is reached in the case of the student. Only as a teacher of foreign language can give some clear indication that the student through his study of foreign language is achieving some one or more of these objectives does the teaching of foreign language have a place in the high school curriculum. It may turn out that the subject matter now employed in the various high-school courses is the best subject matter to use for the accomplishment of these objectives, but that is a question remaining yet to be answered. The practical challenge which this critical period in the world-wide social revolution is putting up to the high schools is to find just what subject matter and what methods of teaching are best for the purpose of building a sound social order.

I do not wish to be unduly critical of the American high school. It is undertak-

ing a task not previously undertaken by any national system of secondary education. If my statements seem unfair, please understand that they are made by one who has been throughout his life a staunch defender of the high school. I think there has been little awareness among educational people anywhere that the very safety of democratic civilization rests upon whether education can prepare a whole people for freedom. The high schools are patterned largely after the colleges, while the colleges have evolved as institutions to serve essentially, leisure and professional classes. The great common people have not been in mind when colleges have devised their curricula or their methods. High schools have in general taken their cues as to both subject matter and methods of teaching from the colleges.

Education's functions

We are aware to-day much better than we have ever been before that the type of education which the high schools have provided is not adequate. Social, economic and civic problems so numerous and so difficult as to bewilder everyone can not be solved without the intelligent participation of a large proportion of our people. To prepare for that intelligent participation is the primary function of education, particularly the high school and college education. Every teacher must check his own instruction on the basis of its contribution directly or indirectly to the solution of these problems.

3. The schools, particularly the high schools and colleges must discover what the essential goals of a free people are and must go about the business of developing public opinion in the support of these goals. This involves two issues which are subjects of debate throughout the educational world. First, character education and second, the general policy of using the schools to develop a given public opinion with respect to certain social and economic issues.

In September SCHOOL LIFE I pointed out how certain forms of control have been cut from under our people by processes mainly of education. While I do not share the fear of some people that our civilization is doomed, candor compels the admission that we seem not to be very effective so far in instituting new controls in place of those which have been broken down. In many cases our people, particularly our young people, seem not to develop those strengths of character adequate for the severe strains which modern life puts upon them.

* Chief, Division of Colleges and Professional Schools, U. S. Office of Education.

Just how these strengths of character are to be developed is a matter requiring much investigation, but that it must somehow be accomplished is generally recognized. One thing is reasonably clear. Incentives which actuate students must be as high up the scale of values and as abiding as possible. Practice in responding in a certain way to a given motive is likely to determine responses to that same motive throughout life. If, therefore, schools can make use of those motives which do persist throughout life they will be training their students in responses which will serve them well in later life. Dependence upon superficial incentives such as grades, honor points, and the like will but prepare for similar responses in later life. If similar incentives for desirable responses are not present in mature life—and it is my contention that generally they are not—then to use such superficial incentives lacks character training value. Again, students prepare for assuming responsibility in later life by carrying responsibility in school. Government by regulations in school, prepares for government by regulations out of school. Only as one carries responsibility for decisions and actions does the factor of ethics play any considerable part. If the choice is with the student and his is the responsibility for the decision, the situation becomes a moral situation. For him to choose on the basis of a high ethical standard is character training for choosing on a high ethical standard in later life.

On the general question of the use of the schools to develop a given opinion, much is being written and spoken these days. Do we have a right in the schools to imbue the children with certain preconceptions of social and economic policy? Have we any right to inculcate in them a given point of view concerning, let us say, the rights of capital and the rights of labor?

Two points

One needs to be exceedingly cautious about his statements in a field like this. On the other hand this question is at the very heart of the problem which confronts America to-day. Even though my discussion must be very brief, I wish to venture statements upon two points. First, any educational system must make definite provision for the development of the highest intelligence and the greatest independence of thinking, possible among its people. Social attainment at any given time is not so important as provision for improving that social attainment. No satisfactory society can be static and every system must provide the machinery to accomplish changes within itself. Therefore, the choicest outcome of education must be the development of free minds

untainted with indoctrination. But indoctrination with respect to this very guarantee of free minds, the rights of minorities, the respect for expert opinion, etc., is the surest way to bring the benefits of intellectual freedom to the people as a whole.

Having said this I hasten now to state the second of my propositions, namely, no country can long survive which does not provide for the systematic teaching of that nation's ideals as to the rising generation. The schools of any people are primarily for the purpose of passing on the accumulated wisdom of one generation to the next. If to-day we believe the earth is in the center of a great sphere in the outer surface of which the stars are set we will teach that supposed fact to our children. If we believe that molecules are the smallest particles of matter we will teach that to our children. That next year may reveal the errors of our teaching does not justify us in refusing to teach our present beliefs.

Education's responsibility

In social matters the accumulated wisdom leads to certain beliefs with reference to social organization. On the basis of our beliefs we will support or refuse to support policies and practices present in our social life. It is just as important that the schools assume responsibility for bringing about a support on the part of the rising generation of these essential principles of social conduct as it is that they teach the truth about the germ theory of typhoid fever and how to inoculate against the disease.

This attitude toward developing public opinion and the previously expressed attitude toward the need for independence of thought may at first seem mutually incompatible. I do not believe they are. We are accustomed to giving great weight to the views of experts. We do not ask for a popular vote on how large a steel girder will be required to hold up a certain bridge. We ask an engineer, and we regard his view as of more value than the views of a hundred laymen. Similarly, we ask a doctor for his diagnosis of the case of a sick child. We believe his diagnosis is worth more than that of a hundred neighbors. The fact that a given engineer says that a twelve-inch beam of a given type of steel is adequate for the bridge in question does not keep engineers from continuing research which may ultimately show that a thirteen-inch beam would be better. The engineers cherish independence of thought but they nevertheless recognize the need for answering specific questions to-day on the basis of the best information available.

Educational people can not longer side-step the responsibility of deciding on the basis of the best information and expert testimony available what the best practices are for the attainment of the social-economic goals of American life. If to teach these goals with the definite purpose of securing support for them pending the time when the educational engineers shall have come to a different conclusion is using the schools to develop public opinion, then I am in favor of such use. I believe that to refuse longer to take a position on the important questions which lie at the root of our present social-economic difficulties is to render the schools impotent in respect to the most important service for which they were created. If educators are not in position to sift the evidence and arrive at a judgment as to the policies our people should follow in order to free us from the pitfalls into which society is periodically plunged, then who is? If the country can not depend upon the honest, capable, and disinterested study of these questions by experts whose judgments are accepted by educators, upon whom may the country depend? Others who are busy with efforts at creating and molding public opinion are too often open to the charge of selfish interest. But their indoctrination goes on incessantly. The question is not one of indoctrination or nonindoctrination. Public opinion is molded by all sorts of educational agencies. The home, the church, the newspapers, the radio, the theater, and many others, all are powerful as creators of public opinion.

Shall the school, the most disinterested, impartial, and presumably the most capable, of all the agencies to answer what are the social-economic policies of a people which will lead most surely to the goals for which the people aspire, remain discreetly out of the picture and witness the near collapse of our cherished institutions of law and order? Free speech and free press are admittedly fundamental in representative government. Should not teachers be among those to exercise these rights? Should not the schools seek the diagnosis of our social ills by calling upon the best social diagnosticians we have in the world? Should not these experts in social-economic affairs render judgments periodically for the guidance of the schools? Should schools not then accept those judgments as more likely to be sound than those of a hundred neighbors? Should they not proceed boldly to prepare a generation to live happily by the social-economic policies advocated? This is not the indoctrination of a fixed and changeless doctrine. Provision for research, for continuous study by experts, for change in the policies to be advocated or taught must be a part of the plan.



Using orange crates for a charging desk and a shoe box for filing purposes, kindergarten children build their own library

The Love of Books

How Cleveland's Experimental School Library Lures Children to Literature

By EDITH A. LATHROP *

NOT LONG AGO I had the opportunity of spending a half day in the Mount Auburn School in Cleveland, Ohio. Many educators visit this school, because it is carrying on a unique experiment. It specializes in interesting children in the intelligent use of books.

Some one may say: "What a paradox! A school that specializes in interesting children in books! There is nothing unique about that. Do not *all* schools interest children in books?"

But, do *all* schools interest the *majority* of children in books? They may interest the few who are of superior intelligence or who are "book minded," but books must be "sold" to the rank and file. Do we not all know adults who never read books?

If a school is to interest children in books it must have access to a variety of them, suited to the various intellectual levels and interests of the children served by the school. The Mount Auburn School does this. It has a library of about 8,000 volumes, in charge of a trained librarian and two assistants. This library is a school branch of the Cleveland Public Library.

Four aims

There is nothing pretentious about the building. The library is an ordinary classroom. The school enrollment is about 700, and the number of grades represented range from the kindergarten through the sixth grade. The school is called a library curriculum center because it attempts to

show in how many ways the library can be of service to the school.

Its objectives are: First, to train children to supplement the information found in their textbooks with that found in other printed matter; second, to help them appreciate reading which is worth while; third, to teach them to use the library and reference books easily and effectively; and, fourth, to cultivate attitudes toward books and reading as sources of pleasure and information that will carry over to the use of public libraries. How are these objectives being realized?

Supplement textbooks

In the Mount Auburn School, as in other progressive schools, children are not assigned, each day, a few pages from a textbook to be memorized. Instead they originate units of work which take several weeks or months to develop. In each unit there are many problems to be solved. For aid in solving them the children are directed to the books in the school library.

A fifth grade had been working for some weeks on the Northwest Territory. There was a map of the territory upon the blackboard, showing the States that have been carved out of it, the towns and villages that played an important part in its early development, and the old National Road, now U. S. Route 40, over which the pioneers traveled. A boy was standing before the map telling of the capture of Kaskaskia in 1778 by George Rogers Clark. As he talked he traced

on the map Clark's route from Kentucky and quoted facts from various books showing how the people of Kaskaskia lived, their occupations and their eagerness to join Clark's band of western recruits against the encroachments of the British and Indians. When he had exhausted his fund of knowledge about Kaskaskia other pupils gave added information from other books. A dozen or more books of history and of biography and pictures had been drawn from the library for this particular discussion.

Here was a learning process not wholly dependent upon textbooks and teacher. These children had located information for themselves on the subject under discussion. They were comparing authorities and supplementing what they had read with pictures and maps.

Book club

A visit to a fourth grade showed how a book club was correlating its activities with the curriculum by contributing to an observance of St. Patrick's day. The members of the club were seated in the front of the room in chairs, which were arranged in a semicircle, the president and secretary sitting by a small table at one end of the semicircle.

The subject under discussion was the life and stories of Padraic Colum, the popular children's writer of Irish folklore and myths. The child who told about Colum's life had obtained her facts from "Who's Who," in the library. This fourth grade child was more familiar with "Who's Who" than are some high school

* Associate specialist in School Libraries, U. S. Office of Education.

students. Stories of Padraic Colum reviewed included: "The Girl Who Sat by the Ashes," "The Princess Swallow-Heart," "The King of the Cats," and "The Boy Who Knew What the Birds Said."

One delightful feature of the reviews was their variety. Not every story began with "Once upon a time." In fact, emphasis was placed upon originality in introducing book reviews.

Not all the stories were given in full by the narrator. The child who told about "The Princess Swallow-Heart" stopped when she came to an interesting part and said: "If you want to know how the story ends, read it and find out for yourself." The reviewer of "The King of the Cats" advised her audience to look up the place where "The King of the Cats" came from.

The way in which the members of the club quizzed each other on the stories showed their interest and familiarity with Colum's writings. After the review of "The Princess Swallow-Heart" the question was asked: "In what collection is the story found?" With the response, "The Peep-Show Man," the next question was, "What other stories in that collection?" One felt that if a listener in this book club were not familiar with Padraic Colum's writings he would surely want to be after observing the enthusiasm of the children.

An orange-box library

On one visit to the library I found 30 kindergarten children looking at picture books. They were as much at ease as were the older children. They got their picture books from low shelves and sat at small tables. Some were talking together about their books. Others were telling one of the library assistants what the pictures were about.

Mount Auburn School places great emphasis upon the use of books by the youngest children. It has been found the principal says, that children who get an early start in the use of the library acquire a habit for reading which promises to become permanent; and that because of much practice in independent reading, children in the lower grades tend to become fluent readers and to think more clearly.

Visits to the library by the kindergarten children stimulated the desire to develop a library unit. One result of this unit was the building of a library corner in their room. They built library shelves with Trace blocks; made a librarian's charging desk of orange boxes plus paint, and a filing case of a shoe box and more paint, and book ends and a flower vase of clay. They borrowed books from the library for their shelves, learned to charge

books, and in the end experienced the satisfaction of owning and managing a library.

Not only the kindergartners but all grades of the school have an opportunity to spend some free time each week in the library. Children who can not settle down to reading during these free periods receive the help of special reading teachers, who diagnose their cases for the purpose of ascertaining the causes of their lack of concentration. It may be that the mechanics of reading have not been mastered or that their interests have not been discovered. Whatever the trouble, these special reading teachers try to remedy it. There is a special room set aside for them, which is supplied with reference books, textbooks and recreational reading.

No custodian

Nor are the children who find it difficult to learn—the border-line intellectual cases—neglected. This group was discovered in the library on one of the visits. Through the sympathetic guidance of the teachers they were being helped to enjoy easy books.

Each group of children in the school has one period every week in the library for the purpose of receiving instruction in the selection, use, and care of books. This instruction is given by the librarian or by a member of her staff.

Some of the things emphasized in these lessons are the need for quietness and courtesy in using a library, the proper handling of books, use of such reference books as dictionaries and encyclopedias, the arrangement of books on the shelves, and how to use the card catalog.

The principal of the school says that the librarian of the Mount Auburn School is much more than a custodian of books; that her task is a vital and challenging one, because the library contributes to practically every activity of the school, assists in the development of individual pupils and ultimately influences lives in the homes.

The librarian works with the teachers in preparing outlines for the units of work. The most suitable material on every unit is brought together and placed, for a limited time, either in the library or in the classrooms. So it is necessary for the librarian to keep in touch with new publications, to know older books intimately enough to retain or discard as the needs develop, and to call upon the resources of the public library whenever necessary.

That the library in the Mount Auburn School has influenced the home lives of the children is evidenced by the fact that there were few books in the homes of these children before the experiment began. Now the parents are keenly interested in buying books for the children's home libraries.

Questions They Ask at Chicago U.

UNIVERSITY of Chicago's plan of devoting the freshman and sophomore years to general survey courses has attracted national attention. By permission of the University, *SCHOOL LIFE* will present monthly some of the questions asked in Chicago examinations. *SCHOOL LIFE* readers, nearly all of whom are college graduates will, no doubt, be able to answer the questions with ease, but they may like to try them on their friends.—EDITOR.

Literary history

Place before each literary form the number of the period in which it had its first great development in European literature.

- | | |
|---------------------------------|---|
| 1. HOMERIC AND HELLENIC PERIOD. | ----- Lyric poetry. |
| | ----- Ode. |
| | ----- Pastoral poetry. |
| 2. HELLENISTIC PERIOD. | ----- Historical novel. |
| | ----- Chivalric romance. |
| | ----- Epic. |
| | ----- Tragedy. |
| 3. ROMAN PERIOD. | ----- "New Comedy" (Comedy of Manners). |
| | ----- Essay. |
| 4. MEDIEVAL PERIOD. | ----- Mystery and miracle plays. |
| | ----- Oratory. |
| | ----- Social novel. |
| 5. RENAISSANCE PERIOD. | ----- Sonnet. |
| | ----- Prose dialogue. |
| | ----- History. |
| 6. ROMANTIC PERIOD. | ----- Satire. |

Pan-American Publications

Useful to Teachers

FROM THE Pan American Union in Washington, the headquarters of the international organization maintained by 21 American republics for the development of better understanding, friendly intercourse, commerce and peace among Nations, there come regularly many publications useful to teachers.

Of great interest to young people of the United States should be "Stories of the Nations" which comprise several hundred "little works on big subjects." Important information on each of 21 American republics is included in this publication, covering facts on large cities, commercial commodities, ports, harbors, and sight-seeing in general. Each story is written in popular style.

Similar booklets on history, education, forestry, treaties, finance, archaeology, social welfare, and other topics are also available.

Viajando Por Los Estados Unidos (Seeing The United States) is especially useful to the student of Spanish. The Bulletin, published in English, Spanish, and Portuguese, three different magazines each covering its special field, show month-to-month progress of Latin American Republics and bring to readers specific activities of governmental and private interests in the Americas.

Largely of a political and technical nature are The Conference Series of publications which relate to the various conferences of American Republics. Six have been held during the past 42 years. The seventh will convene at Montevideo, Uruguay, in December, 1933.

To order publications mentioned or to obtain price lists of publications address: Pan American Union, Washington, D.C.—Wm. A. REID, *Foreign Trade Adviser*.

CLASSROOM "MOVIE" HANDICAPS

MORE THAN ONE THIRD of 629 teachers who use motion pictures and regard them as helpful classroom aids, reported as a major difficulty in their use the fact that it is not usually possible for teachers to make sufficient detailed study of a film to get the maximum value from its use.

Rapidity of film movement, swiftness of change from point to point, and the expansive content often leads to inaccurate and unsuccessful pupil recall, about one half of the teachers said.

Many others stated that expense of films and difficulty of projection prevent a wider use of educational films in the classroom.

J. O. Malott, commercial education specialist of the Federal Office of Education, reports this information from a study of the Department of Commerce and the Office of Education on the administration of film service in the public schools. For further information on this study address: E. I. Way, Bureau of Foreign and Domestic Commerce, Department of Commerce, Washington, D. C.

FOR THE BLIND

UPON REQUEST of the Library of Congress, the United States Bureau of Standards has been making a study of Braille papers to be used in books for the blind. A special requirement of paper for this purpose is that the embossed points forming the printed characters must have sufficient resistance to crushing and yet not feel harsh to the sensitive fingers of the blind.

PUBLICATIONS REPRICED

TWO POPULAR Office of Education publications have been reduced in price, the Superintendent of Documents announces. They are: "Self-Help for College Students" Bulletin 1929 No. 2, now 15 cents per copy; and "Scholarships and Fellowships, Grants Available in U. S. Colleges and Universities," Bulletin 1931, No. 15, now 15 cents per copy. Both of these bulletins have had a wide distribution during the past year.

The Office of Education's "best-seller," "Classroom Weight Records" are now \$3 per hundred, instead of \$2 per hundred. The single copy price will remain at 5 cents.

The price for Health Education Poster No. 4, "Weight, Height, Age Tables for Boys and Girls," is \$2 per hundred; that of the "Record of Growth," \$1.50 per hundred.

FAMILY QUARTET GRADUATE

TO THE FAMILY of James O. Engleman, president of Kent State College, Kent, Ohio, belongs the distinction of father and three sons receiving degrees from four different institutions in one year. President Engleman took the Ph. D., at Ohio State University in the summer of 1932; his son Buryl took the A. M. at Northwestern University, and Edward the same degree at Indiana State Teachers College. Philip took the A. B. at the institution over which his father presides.

Dr. Engleman was director of the Field Service Division of the National Education Association a few years ago, resigning to return to school administration.

The Herald's Horn

By CLINE M. KOON

Specialist in Education by Radio

"Japan is considering placing its radio broadcasting in the hands of the Department of Education," says Armstrong Perry in a cablegram received recently from Madrid, Spain. Mr. Perry was invited by the Spanish Government to attend the International Radio Conference as a representative of the National Committee on Education by Radio.

★

What is Educational Broadcasting? Discussions about radio in education often get nowhere through failure to define terms. Probably the best definition of educational broadcasting yet devised is that by Dr. W. W. Charters, of Ohio State University: "An educational program is one whose purpose is to raise standards of taste, to increase range of valuable information, or to stimulate audiences to undertake worth-while activities."

★

"COMMERCIAL RADIO ADVERTISING" is the title of a report recently issued by the Federal Radio Commission in response to Senate Resolution No. 129 instructing the commission to make a survey of the allocation and use of radio facilities for commercial and educational purposes.

The report contains much interesting information about our broadcasting system. Although a number of defects are discussed, it is, as a whole, an able defense of our present broadcasting system. Further information regarding this report may be obtained by addressing the Government Printing Office, Washington, D. C.

★

The fourth season of the American School of the Air will begin Monday, Oct. 24 at 2.30 p. m., E. S. T., over the Columbia Broadcasting System.

★

Dr. Walter Damrosch began the fifth season of the NBC Music Appreciation Hour, Friday morning, October 14, at 11 o'clock, E. S. T., over the NBC network.

★

Prof. T. M. Beaird, of the University of Oklahoma, is chairman of a special committee of the Association of College and University Broadcasting Stations, which is making a study of various ways in which educational broadcasting stations can exchange programs. This committee should render a splendid service to educational broadcasting stations.

A Study of College Women

WHAT ARE the occupations of college women? How much do they earn? Do college women marry? Who pays for their education? Why do women students drop out of college?

These and many other educational, personal, and occupational questions constantly being asked by and about the college woman of to-day, are answered in "After College—What?", a publication of the Institute of Women's Professional Relations, North Carolina College for Women, Greensboro, N. C.

The study of 6,665 land-grant college women is based upon data gathered by the Federal Office of Education in its recent survey of land-grant colleges and universities, and covers the period from 1889 to 1922.

Teaching is the most popular occupation of female college graduates. Many also follow vocations in libraries, health work, commercial fields, and in branches of home economics.

The median salary of all college women included in the study is \$1,655 per year; \$1,640 for teaching; \$2,078 for executive positions in business; \$1,992 for home economics trained women in occupations

other than teaching; \$1,746 for those in fine arts and related fields; \$1,691 in all types of professional work, and \$1,533 in all types of business.

More of the land-grant college women than women from other types of colleges marry, the study discloses. Of all gainfully employed, nearly 20 per cent are married; about 14 per cent of the teachers and approximately 28 per cent of those in all other occupations.

Sixty-one per cent of all married women graduates have children, and of these more teachers have become mothers than women in all other occupations.

Married teachers earn a median salary less than that of single teachers, and more of the married women are in elementary teaching than single women, who teach mainly in senior high school and college.

"Drop-outs" were ascribed chiefly to finances, health, and change of mind, most occurring during the first or second college year. More than half who withdrew were reported to be without paid occupations, and married. Those with degrees showed a distinct advantage in earning power over those who withdrew and never obtained a degree.



Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

By Sabra W. Vought

Librarian, Office of Education

THAT THE AIM of the graduate school should be "to foster prospective great scholars" not to train or educate them, but "to incite to ardent exploration" in an untrodden path perceived by the imagination of the explorers, is the text of an article by President Lowell, of Harvard, in the Atlantic Monthly for August. He discusses "Universities, graduate schools, and colleges," comparing American, English, and German institutions. ¶ In a brilliant and thought-provoking article in *Progressive Education* for April, George S. Counts attacks the problem "Dare progressive education be progressive?" He wonders "whether our progressive schools, handicapped as they are by the clientele which they serve and the intellectualistic approach to life which they embrace; can become progressive in

the genuine social sense." Zest is added to this discussion by "Comments" of eight of the people who heard Doctor Counts deliver this address at the Baltimore conference on Progressive Education. ¶ The trends of modern education in the various countries of the world are discussed in the League Script (Minnesota Teachers League) for April-June. ¶ The North Central Association Quarterly appeared in a new dress with the beginning of its seventh volume in June. The new format is pleasing to the eye, while the cost to individual teachers has been considerably reduced. ¶ The June issue of *Understanding the Child* is devoted to the problem of training the bright child. Some of the subjects considered are: "What is the bright child?" "The bright child as a school problem," "Guidance of

the bright child in the grades and in high school." An interesting case study closes the discussion. ¶ "The public library in American life" is discussed in *School and Society* for September 3 by President Frank P. Graham of the University of North Carolina. He shows that the library has been an important factor in the development of civilization and in the enrichment of individual human life, and that now in a time of depression it helps the entire community. ¶ "The future of radio in education" with special emphasis on its aid in vocational guidance, is discussed by William John Cooper, United States Commissioner of Education, in *Texas Outlook* for September. While education by radio is most successful in those subjects "which especially require ear training" as music, history, geography, literature, and languages, as yet little progress has been made and he says "it will probably be five or ten years before we can tell exactly what we want." ¶ An interesting and appreciative account of Tom Skeyhill, the Blind Anzac, who was the friend of Roosevelt, Mussolini, and Bernard Shaw, and who wrote and spoke thrillingly about Sergeant Alvin York, appears in *Michigan Education Journal* for September. The author is John Jay of Hamtramck. ¶ The National Survey of Secondary Education, a 3-year study directed by the Office of Education, was completed in June. The North Central Association Quarterly for September contains a symposium on the subject. Dr. L. V. Koos, associate director of the survey, explains the methods employed and briefly summarizes the findings. Supplementing this are several articles which discuss the various aspects of the survey in its relation to the curriculum. ¶ The League of Nations' Institute of Intellectual Cooperation began in April the publication of a new monthly called *Information Bulletin* (Address: 40 Mt. Vernon Street, Boston, Mass.). It aims to cover the activities of the organization in the fields of art, literature, science, education, etc., and is the only periodical publication of the Institute which is issued in English. ¶ An account of New College, which opens this fall at Teachers College, Columbia University, for the preparation of teachers, appears in the *Journal of Education* for September 5. The author, Agnes Snyder, discusses the plans and purpose of the new enterprise. ¶ An interesting description of Sorø Academy "an old school rich in traditions" which is now the largest State boarding school in Denmark, appears in the *American-Scandinavian Review* for August-September. Under the title "A royal school democratized" H. G. Olrik describes this venerable school which was founded in 1586 and still flourishes as a boarding school open to any Danish boy.

New Government Aids for Teachers

THE PUBLICATIONS LISTED may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Publications

General Information Regarding the Virgin Islands of the United States. 38 p., illus. (U. S. Department of the Interior.)

General information regarding the government, banking and financial condition, agriculture, economic conditions, living conditions and accommodations, and recreation, of the Virgin Islands, with a general description of the islands. (Geography; Political science; Sociology.) 10¢.

Price Lists. Commerce and Manufactures, No. 62; Forestry, tree planting, wood tests, and lumber industries, No. 43; Insects, bees, honey, and insects injurious to man, animals, plants, and crops, No. 41; Irrigation, drainage, and water power, No. 42; Maps, No. 53. (Government Printing Office.) Free.

Work of the United States Tariff Commission Since Its Reorganization. 23 p. (Tariff Commission, Miscellaneous series.) 5¢. (Political science; Civics.)

Radio Broadcasting. 3 p. (U. S. Department of State, Arbitration Series No. 34.) 5¢.

Arrangement between the United States of America and the Dominion of Canada, effected by exchange of notes signed May 5, 1932. (Radio education; International relations.)

New items

The following illustrated publications have recently been issued by the Pan American Union and are available at 5¢ per copy. Orders should be sent to the Pan American Union, Washington, D. C.

American Nation Series. Argentine Republic, No. 1, 31 p.; Colombia, No. 5, 29 p.; Mexico, No. 13, 46 p.; Peru, No. 17, 30 p.; Uruguay, No. 20, 30 p.

American City Series. Mexico City—A City of Palaces, No. 13-A, 28 p; Santiago—Chile's Interesting Capital, No. 4-A, 30 p.

Commodities of Commerce Series. Chocolate (Cacao) in the Americas, No. 18, 21 p.; Copper in the Americas, No. 23, 23 p.

A price list of all the publications issued by the Pan American Union may be had



Bluebeard's Castle, St. Thomas, V. I.

Remains of former days may still be found in the Virgin Islands as shown in "General Information Regarding the Virgin Islands of the United States," a publication of the United States Department of the Interior.

by addressing the Pan American Union, Washington, D. C.

Maps

Topographic maps.—The Geological Survey is making a series of topographic maps that will eventually cover the whole United States, also Alaska and Hawaii. The individual maps are projected to represent quadrangle areas rather than political divisions, and each map is designated by the name of some prominent town or natural feature in the area mapped. These maps are printed on uniform sized paper, about 20 by 16½ inches and the maps of the quadrangle areas represented thereon are about 17 inches long and 12 to 15 inches wide.

About 45 per cent of the area of the country, excluding Alaska, has been mapped, every State being represented. Maps of the regular size are sold by the Geological Survey at 10 cents each, but a discount of 40 per cent is allowed on any order which amounts to \$5 at the retail price. The discount is allowed on an order for either

maps or folios alone, or for maps and folios together. The following topographic maps have recently been made available:

California.—Buttonwillow quadrangle; Illinois—Manito quadrangle; Kentucky—Illinois—La Center quadrangle; Maine—Grant Point quadrangle; Minnesota—Wisconsin—Wabasha quadrangle; New Mexico—Kirtland quadrangle. 10 cents each.

Post Office Department Maps.—The Division of Topography of the Post Office Department has prepared maps showing the rural free delivery routes. They are published in two forms, one giving simply the rural free delivery routes starting from a single given post office, and sold at 75 cents each; the other, the rural free delivery routes in an entire county, are sold at 50 cents each. A scale of 1 inch to 1 mile is generally used. Orders for these maps should be sent to the Disbursing Clerk, Post Office Department, Washington, D. C.

Films

Behind the Scenes in the Machine Age. 3 reels. (Department of Labor, Women's Bureau.)

Factory scenes showing the regular women employees on their jobs. Gives the contrast between hand and machine processes for producing the same article. Facts and figures tell the story of how machines increase the output and decrease the number of workers. Animated cartoons show such causes of waste in industry as hunting for jobs, occupational misfits, long hours, poor working conditions, and unemployment. The part which the Women's Bureau plays in helping to eliminate these causes of waste is also shown. (Available in both 35 and 16 mm widths on payment of transportation costs.)

Forest Fires—or Conservation? ¾ of a reel—Talking. (Office of Motion Pictures, Extension Service, Department of Agriculture.)

Shows Secretary Hyde presenting to Representative Scott Leavitt, of Montana, a commission as a volunteer fire warden in his State and Mr. Leavitt making a short talk on the importance of conserving forest resources.

Learn and Live. 1 reel. (Bureau of Mines, Department of Commerce.)

A dangerous trip by automobile to the mine and a first-aid class is the framework for showing safe and unsafe attitudes, methods, and practices. A thrilling swimming near-tragedy and resuscitation converts the careless brother and prompts him to study first-aid methods. (Available in both 35 and 16 mm widths.)

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